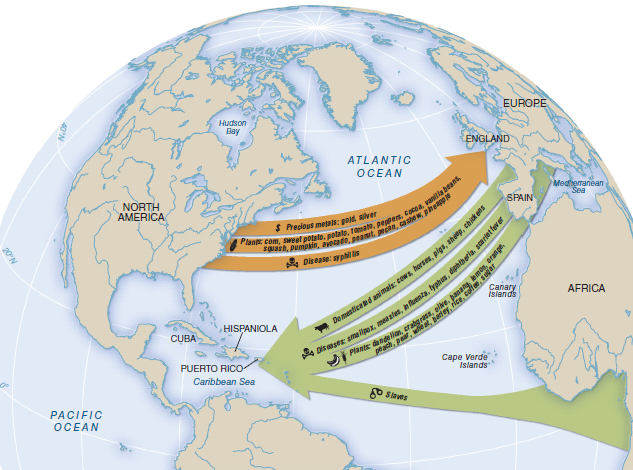
FCHS HONOR CODE PLEDGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BLOCK: \_\_\_\_\_\_\_\_\_\_

**GUNS, GERMS, AND STEEL – EUROPEAN CONQUEST OF THE NEW WORLD**

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| **FRAME NUMBER AND QUESTIONS/CONTENT** | **ANSWERS, NOTES, AND INFORMATION** |
| **FRAME 1**. TITLE FRAME FOR THE LECTURE: |  |
| **FRAMES 2 and 3**. List several cultural factors which motivated Europeans to explore the globe. |  |
| **FRAME 4**. What particular reasons did Portugal and Spain have for investing in the seafaring lifestyle? | **Henry “the Navigator” -** |
| **FRAME 5**. Why was Portuguese exploration of Africa’s West Coast so important to world history? Identify the accomplishments of the two Portuguese explorers enumerated. | **Portuguese in West Africa:**  **Vasco de Gama**  **Bartolomeo Dias** |
| **FRAMES 6 and 7.** What changes are evident in Renaissance artwork which distinguish it from previous efforts? In what way may this have contributed to advancements in navigation? |  |
| **FRAME 8.** For whom did Christopher Columbus sit to have his portrait made? |  |
| **FRAME 9**. List three important Early American societies in North America before Columbus discovered the New World. |  |
| **FRAME 10**. What evidence to historians have of the people of Cahokia’s existence? |  |
| **FRAME 11**. How do we know that the Cahokians must have been a very sophisticated society in terms of their understanding of the natural world? |  |
| **FRAME 12**. How large was the capital city of the Aztec Empire? How many men did Cortes have with him when he conquered that city? How was this even possible? |  |
| **FRAME 13.** Which empire was toppled by Francisco Pizarro and a relatively small number of Spanish soldiers in 1532? |  |
| **FRAME 14.** List at least four (4) major advantages Spanish soldiers and conquistadors had in their assault upon Native American societies. |  |
| **FRAME 15**. Define the term virgin soil epidemic and give at least five (5) examples of virgin soil epidemics in American History. | **virgin soil epidemics –** |
| **FRAME 16**. What was the Columbian Exchange? | **The Columbian Exchange**: |
| **FRAME 17**. Describe the nature of the Columbian Exchange with regards to animal life: | **Fauna:** |
| **FRAME 18**. Describe the nature of the Columbian Exchange with regards to plant life: | **Flora:** |
| **FRAME 19**. Describe the role of the Columbian Exchange with regards to the role of disease. |  |
| **FRAME 20**. Describe the role of the Columbian Exchange in determining the migration of human beings over the course of time. |  |
| **FRAME 21**. Answer the question posed in the PowerPoint here:  In his book, *Germs, Seeds, and Animals: Studies in Ecological History*, a follow-up to *The Columbian Exchange*, Alfred Crosby proposes that horses, cows, pigs, sheep, goats, and other domesticated animals – along with the seeds they carried in their fur and the germs they cultivated – did more to conquer the Americas than all of the great conquistadors of Spain or the imperialist explorers of Europe combined. Is this argument valid, or do the actions of human being have a greater impact upon history than the accidents of ecology, biology, and geography which Crosby and Diamond have identify in their work? | Image result for columbian exchange chart |
| **FRAME 23**. After reading this frame and viewing the segment of the video, “Guns, Germs, and Steel” featuring the encounter between Pizarro and the Incan leader Atahualpa, describe at least five (5) advantages which European conquistadors had when they attempted to subjugate the Incans. Does Dr. Jared Diamond’s thesis explain the outcome of events? Why or why not? |  |



**THE COLUMBIAN EXCHANGE: PLANTS, ANIMALS, DISEASE, AND MIGRATION AFTER FIRST CONTACT.**